Please check the examination details below before entering your candidate information

| Candidate surname | Other names |
|---|---|
| | |

**Pearson Edexcel**
**International Advanced Level**

Centre Number | Candidate Number

**Time** 1 hour 30 minutes

**Paper reference** **WGE02/01**

# Geography

## International Advanced Subsidiary
## PAPER 2: Geographical Investigations

**You must have:**
Resource Booklet (enclosed)

Total Marks

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in **Sections A** and **B**.
- In **Section C** answer **EITHER Question 4 OR Question 5**.
- Answer the questions in the spaces provided
  – *there may be more space than you need.*
- Calculators may be used.

## Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets
  – *use this as a guide as to how much time to spend on each question.*

## Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.
- Good luck with your examination.

*Turn over* ▶

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## SECTION A

## Crowded Coasts

**Answer ALL questions in this section. Write your answers in the spaces provided.**

**1** Study Figure 1 in the Resource Booklet.

(a) (i) Identify landforms A and B.

**(2)**

A .....

B .....

(ii) Explain **one** way destructive waves cause steep beach profiles.

**(2)**

.....

.....

.....

.....

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(b) Examine the importance of vegetation and plant succession in stabilising coastal systems.

**(8)**

**(Total for Question 1 = 12 marks)**

**2** Study Figure 2.

(a) (i) Identify the number of the bus stop with:

**(2)**

Lowest life expectancy for women: ☐

Highest life expectancy for men: ☐

(ii) Suggest **one** reason for the difference in life expectancy shown along the bus route in Figure 2.

**(2)**

.....

.....

.....

.....

(b) Assess the success of contrasting urban regeneration projects.

**(8)**

**(Total for Question 2 = 12 marks)**

**TOTAL FOR SECTION A = 24 MARKS**

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## SECTION B

### Compulsory Fieldwork Section

**Answer ALL questions in this section. Write your answers in the spaces provided.**

**3** You have undertaken geography fieldwork as part of your course.

Use this experience to answer Question 3.

State the title or question of your fieldwork investigation:

(a) Explain why the location you selected was suitable for your fieldwork investigation.

**(4)**

(b) Explain the relevance of **one** secondary information source to your investigation.

**(2)**

Secondary information source

(c) Explain the presentation methods you used to present the data and information from your investigation.

**(6)**

(d) Evaluate the success of both the sampling design and data collection techniques used in your investigation.

**(12)**

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**(Total for Question 3 = 24 marks)**

**TOTAL FOR SECTION B = 24 MARKS**

## SECTION C

## Geographical Fieldwork and Skills

**Answer ONE question in this section – EITHER Question 4 OR Question 5.**

**Write your answers in the spaces provided.**

### Investigating Crowded Coasts

**If you answer Question 4 put a cross in the box ☒ .**

**4** Study Figure 3a in the Resource Booklet.

A group of students studied a sand dune as part of a study of coastal ecosystems.

They used the model, Figure 3a, to help them plan their fieldwork.

(a) (i) Explain how Figure 3a could help the students plan their fieldwork.

**(4)**

(ii) Explain **one** advantage of using GIS as part of a geographical investigation.

**(2)**

(b) Study Figure 3b in the Resource Booklet.

Another group of students carried out an evaluation of coastal defences.

They took photographs of the coastal defences.

(i) Calculate the median for their recorded scores.

Show all your working.

Give your answer to **one** decimal place.

**(2)**

(ii) Explain **one** disadvantage of the design of the recording sheet in Figure 3b.

**(2)**

Study Figure 3c in the Resource Booklet.

(c) Using evidence from Figure 3c, suggest **one** reason why the students concluded that this coastal management scheme may be unsustainable.

**(2)**

**(Total for Question 4 = 12 marks)**

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**Investigating Urban Problems, Planning and Regeneration**

**If you answer Question 5 put a cross in the box ☒ .**

**5** Study Figure 4a in the Resource Booklet.

A group of students studied air pollution as part of a study of transport problems.

They used the model, Figure 4a, to help them plan their fieldwork.

(a) (i) Explain how Figure 4a could help the students plan their fieldwork.

**(4)**

(ii) Explain **one** advantage of using GIS as part of a geographical investigation.

**(2)**

(b) Study Figure 4b in the Resource Booklet.

Another group of students carried out an evaluation of a main road.

They took photographs of the road infrastructure.

(i) Calculate the median for their recorded scores.

Show all your working.

Give your answer to **one** decimal place.

**(2)**

(ii) Explain **one** disadvantage of the design of the recording sheet in Figure 4b.

**(2)**

Study Figure 4c in the Resource Booklet.

(c) Using evidence from Figure 4c,suggest **one** reason why the students concluded that this urban development may be unsustainable.

**(2)**

**(Total for Question 5 = 12 marks)**

**TOTAL FOR SECTION C = 12 MARKS**
**TOTAL FOR PAPER = 60 MARKS**

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**Pearson Edexcel International Advanced Level**

**Time** 1 hour 30 minutes

**Paper reference** **WGE02/01**

# Geography

## International Advanced Subsidiary
## PAPER 2: Geographical Investigations

**Resource Booklet**

**Do not return this Booklet with the question paper.**

*Turn over* ▶

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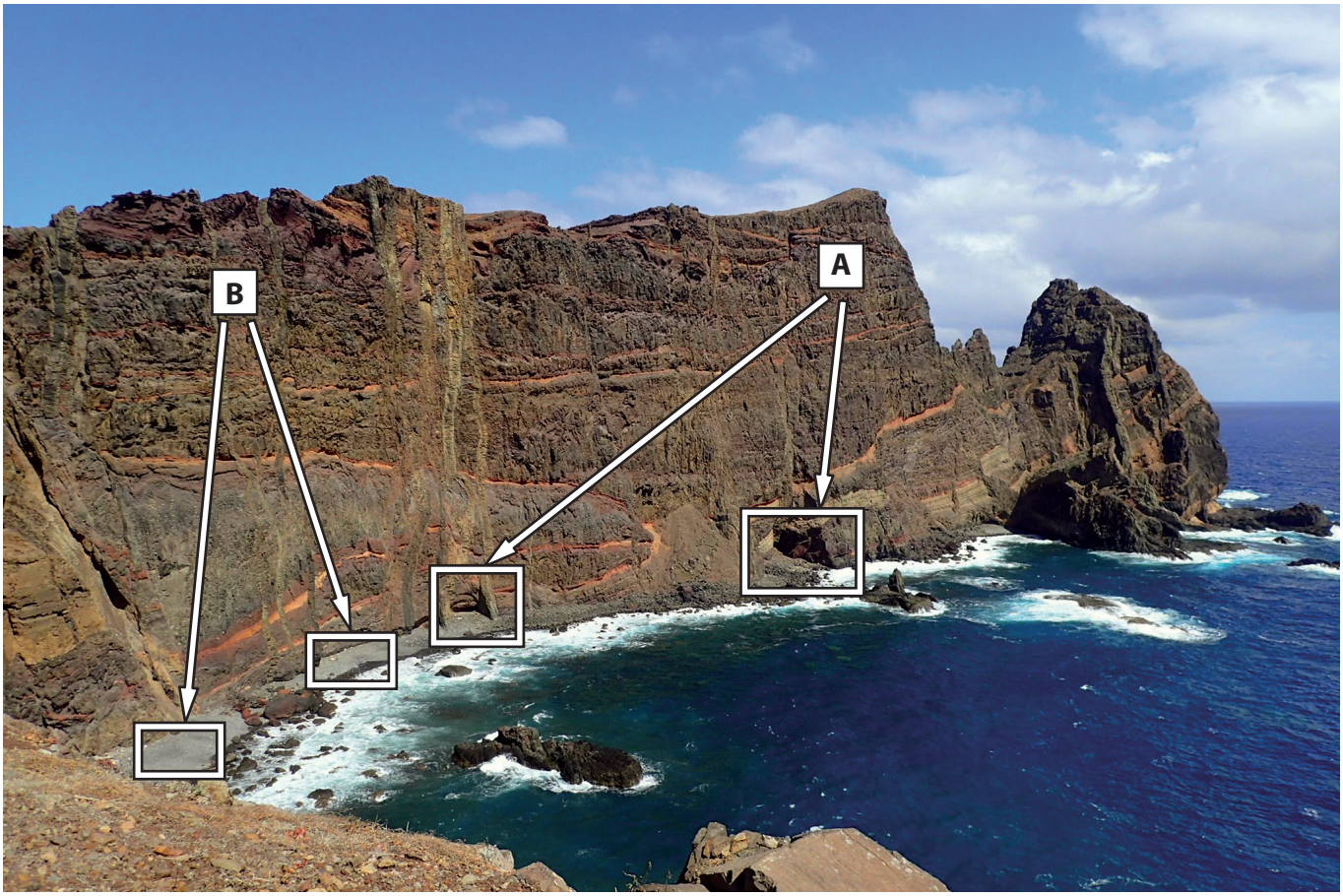



(Source: https://www.flickr.com/photos/geography_southwest/48320591051/in/pool-4569694@N25/)

**Figure 1**

**A coastline in Madeira**


**Key**

(1) Bus stop number

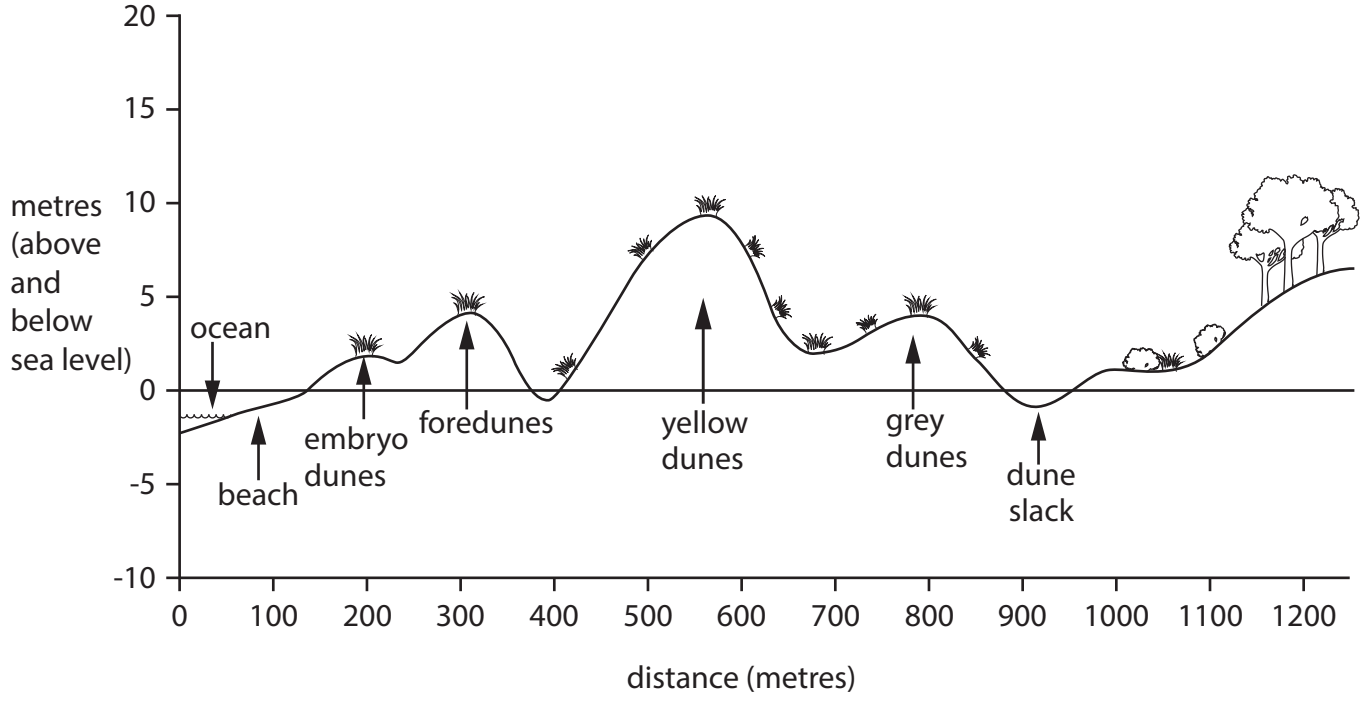
1 km

(Source: https://www.arcgis.com/home/webmap/viewer.html)

**Figure 2**

**Average life expectancy along a bus route in Coventry, UK**

| Average life expectancy | Bus stop number | | | | | |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| Females | 82 | 84 | 87 | 86 | 80 | 82 |
| Males | 79 | 81 | 82 | 81 | 75 | 78 |




(Source: https://www.flickr.com/photos/geography_southwest/48812525286/in/pool-14692498@N22/)

**Figure 3a**

**A model of expected vegetation across a sand dune ecosystem**

| **Location: Salmiya, Kuwait** | **Date: June 2020** | |
|---|---|---|
| **Sea defence descriptor** | **Maximum score*** | **Recorded score** |
| Vulnerability to erosion | 50 | 25 |
| Life expectancy | 20 | 15 |
| Impact on physical coastal processes | 20 | 18 |
| Vulnerability to over-topping by the sea | 50 | 48 |
| Visual impact | 10 | 9 |
| Impact on coastal ecosystems | 20 | 18 |
| Construction impacts from transport | 10 | 6 |
| Use of local building materials | 20 | 4 |

**** Score varies from 0–10, 0–20 or 0–50 depending on weighting.***
***The highest scores are the best scores for that category.***

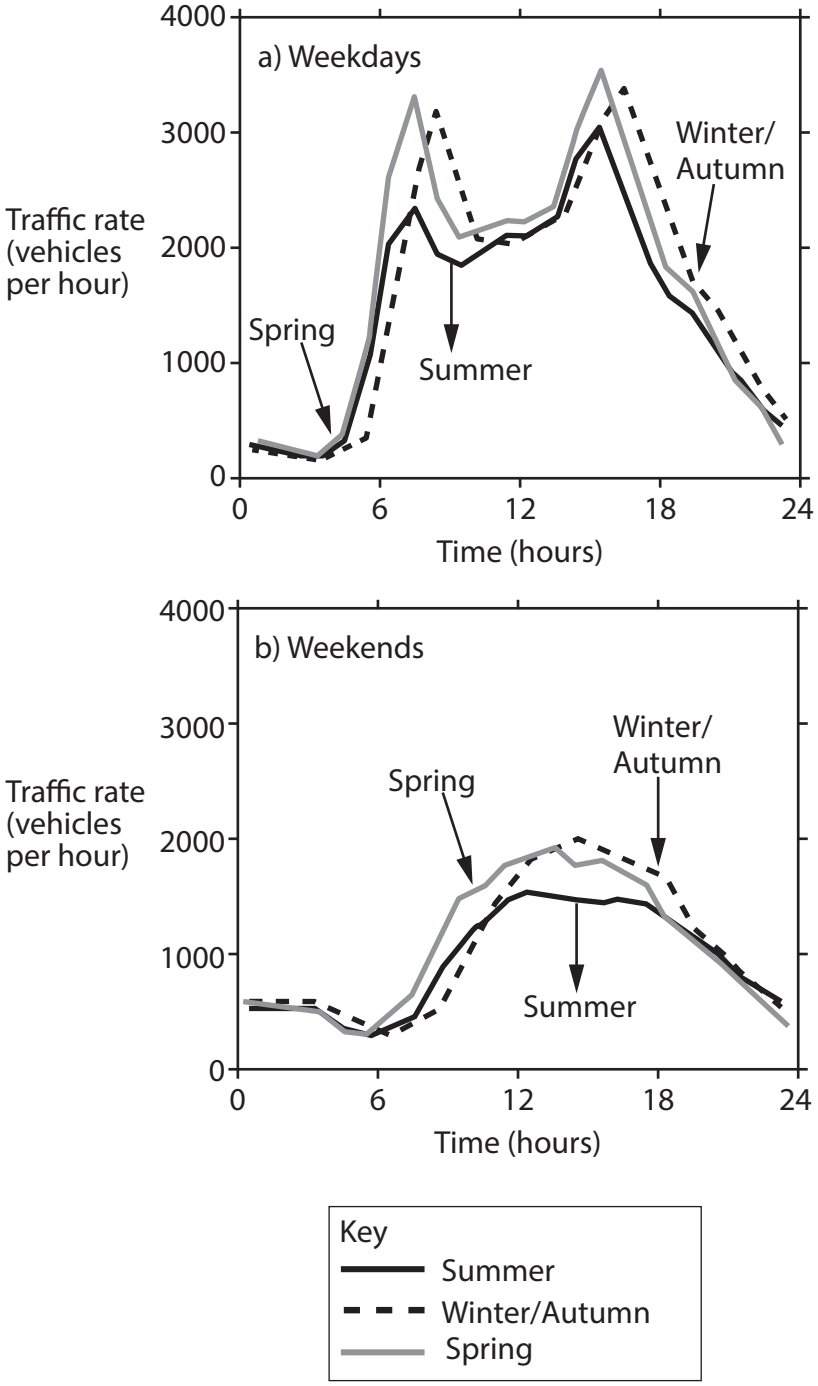
**Figure 3b**

**A completed example of a recording sheet for evaluating sea defences**

(Source: https://www.flickr.com/photos/geography_southwest/31704517107/in/datetaken-public/)

**Figure 3c**

**A coastline and coastal defences in Kuwait**




(Source: https://www.researchgate.net/figure/Diurnal-variation-of-traffic-rate-on-a-weekdays-and-b-weekends-measured-by-the_fig5_230596245)

**Figure 4a**

**A model of traffic flow rates, weekdays and weekends, during a 24 hour-period**

| Location: Near Dubai Marina, UAE | Date: June 2020 | |
|---|---|---|
| **Transport descriptor** | **Maximum score*** | **Recorded score** |
| Safety for passengers | 50 | 25 |
| Passenger comfort level (temperature) | 20 | 15 |
| Passenger comfort level (availability of seats) | 20 | 18 |
| Frequency of service | 50 | 48 |
| Service reliability | 10 | 9 |
| Speed of transport system | 20 | 18 |
| Transport system connectivity | 10 | 6 |
| Cost of transport system | 20 | 4 |

**** Score varies from 0–10, 0–20 or 0–50 depending on weighting.***
***The highest scores are the best scores for that category.***

**Figure 4b**

**A completed example of a recording sheet for evaluating the public transport quality in an area**

(Source: danieldefotograaf/Getty Images)

**Figure 4c**

**A recent urban development in Dubai**